
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover SheetName of Principal: Dr. Joel Torode

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Valley Christian High School

(As it should appear in the official records)

School Mailing Address: 100 Skyway Drive

(If address is P.O. Box, also include street address)

San Jose,

City

Ca.

State

95111-3636

Zip Code+4 (9 digits total)

Tel. (408) 513.2400 ext.1Fax (408) 513.2424Website/URL: www.valleychristian.netE-mail: vcs@valleychristian.net ,jtorode@valleychristian.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Clifford Daugherty

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Valley Christian SchoolsTel. (408) 513.2500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson

Ms. Vera Shantz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 _____ Other (Briefly explain)
- 3 TOTAL
2. District Per Pupil Expenditure: _____ Questions 1-2 not applicable to private schools
- Average State Per Pupil Expenditure: _____ Questions 1-2 not applicable to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 2 _____ Number of years the principal has been in her/his position at this school.
- 10 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
9	130	134	264
10	138	152	290
11	144	100	244
12	130	121	251
Other			
Total enrolled 1049			

6. Racial/ethnic composition of the students in the school:

78%	White
4.2%	Black or African American
9.9%	Hispanic or Latino
7.9%	Asian/Pacific Islander
0%	American Indian/Alaskan Native
100%	Total

7. Student turnover, or mobility rate, during the past year: 2.1%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	1049
(5)	Subtotal in row (3) divided by total in row (4)	.021
(6)	Amount in row (5) multiplied by 100	2.1

8. Limited English Proficient students in the school: 0.3%
 3 Total Number Limited English Proficient
 Number of languages represented: 23

Specify languages: 1. Arabic 2. Armenian 3. Assyrian 4. Cantonese 5. Farsi 6. French 7. German
 8. Greek 9. Hindi 10. Igbo 11. Italian 12. Japanese 13. Korean 14. Mandarin 15. Polish
 16. Portuguese 17. Russian 18. Samoan 19. Spanish 20. Tagalog 21. Thai 22. Urdu 23.
 Vietnamese

9. Students eligible for free/reduced-priced meals: 0.19% A review of applications for financial assistance at VCS indicates only 2 students met the Federal guidelines for free or reduced meals.

2 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from

low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Includes students with a wide range of learning challenges and the specific disabilities listed below.

25 students in Basic English 9

9 students in Basic English 10

6 students in the Discovery Center, a National Institute of Learning Disabilities one on one program

44 students using the Kurzweil Reading assistance program

74 Total Number of Students Served (There is some overlap of students in the various programs.)

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	14 Other Health Impaired
<u> </u> Deaf-Blindness	6 Specific Learning Disability
2 Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	1 Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff		
	<u>Full-time</u>	<u>Part-Time</u>	
Administrator(s)	7		
Classroom teachers	44	20	part-time equaling 8.2
full-time			
			Equivalents (FTE), 52.2
total			FTE
Special resource teachers/specialists		1	
Paraprofessionals			
Support staff	12		
Total number	68	15	

12. Average school student-“classroom teacher” ratio: 1:20

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract

the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.6%	95.1%	94.3%	94.5%	94.7%
Daily teacher attendance	96%	96.1%	96.4%	94.9%	95.2%
Teacher turnover rate	20%	22.2%	21.4%	31.4%	27.1%
Student dropout rate	0%	0%	.1%	0%	0%
Student drop-off rate	-1%	-2%	+1%	+1%	-1%

There was a higher than normal teacher turnover rate during 1999-2000. Students and teachers were in temporary facilities until February 2000, when construction of the new high school campus was completed. The largest change in student drop-off rates was for 2001-02. Since VCS is located in Silicon Valley, many families were affected by the economic downturn and were unable to have their students continue in a private school.

14. (*High Schools Only*) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	251
Enrolled in a 4-year college or university	54.6%
Enrolled in a community college	36%
Enrolled in vocational training	2%
Found employment	2%
Military service	1%
Other (travel, staying home, etc.)	1.6%
Unknown	2.8%
Total	100 %

PART III - SUMMARY

Snapshot of school including Missions Statement

Valley Christian Schools' mission is to provide a nurturing environment offering quality education supported by a strong foundation of Christian values in partnership with parents, equipping students to become leaders to serve God, their families, and to positively impact their communities and the world. VCS challenges students to aspire toward lives of Christian character, service and individual *Quests for Excellence*.

VCS admits students of parents who support the school's Mission and educational philosophy representing any race, color, and racial or ethnic origin, and from any geographical area, to the school with all the rights, privileges, programs and activities generally accorded or made available to students at the school. Teachers integrate biblical views that are held in common by Bible believing churches. VCS is an interdenominational school and does not discriminate in the admission of its students, in its offerings of financial or other aid to students, nor does it discriminate among its students on the basis of religious belief.

VCS is a member of the Association of Christian Schools International (ACSI) and maintains dual accreditation from ACSI and the Western Association of Schools and Colleges (WASC). As a member, VCS subscribes to the ACSI's Christian Philosophy of Education and Faith. The mission of ACSI is to enable Christian educators and schools worldwide to effectively prepare students for life.

VCS is committed to the *Quest for Excellence* in all of its programs and provides a comprehensive 9th through 12th grade curriculum with a rigorous college preparatory program. Students may participate in a wide range of courses and extracurricular activities. Currently eleven Advanced Placement (AP) courses are offered, and the number will expand next year. There is support available for students with diagnosed learning disabilities through the Discovery Center, the Kurzweil 3000 and Basic English. The school has produced league and section championship teams in basketball, baseball, football, volleyball, and individual sports such as diving, swimming and track. VCS has participated in state level championships with teams in volleyball, basketball, and individually in wrestling. The marching band participated in four field show competitions this year, winning three Sweepstakes ratings. They also won sweepstakes for class A/AA in the Western Band Association State Championship. Students participate in theater productions, musical concerts, dance concerts and fine arts shows. Community service is required, and opportunities are available through our Service Education Program.

VCS hires effective teachers who are committed to the Christian faith. We offer nurturing classroom environments that are guided by teachers who are committed to their personal *Quest for Excellence*. The teachers set measurable goals annually and pursue continual professional growth opportunities to meet those goals. The school provides many opportunities annually for professional development.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Valley Christian High School currently uses the Stanford Achievement Test, tenth edition, SAT 10, as its nationally normed assessment tool. This test is given to many thousands of students to establish norms, or patterns, in which students achieve. In the past, we have used the SAT 9 as

our standardized testing document. Our students consistently score in the top 10 percent nationally on this standardized test in the areas of English and Math. The National Individual PR-S column shows an individual student's national percentile score. All student scores in each grade level are combined to obtain an "average score." Student test scores in both Total Reading and Total Math averaged within the 71-78% range for the 2003 school year. Total reading scores were 73%, 71% and 77% for 9th, 10th and 11th grades respectively. Total math scores were 77%, 76% and 78% for 9th, 10th and 11th grades respectively. Ninety percent or more of all schools in the nation posted average scores lower than these for the 2002-2003 school year. This means that if 100 schools were tested, our average score would place higher than 90 of those tested. Even with these high scores, VCS continues its *Quest for Excellence* as it strives for instructional improvement and higher student achievement.

On the SAT report there are columns that show the number of students tested in each subject area, the mean number correct, the mean scaled score, the national individual percent and stanine, and the median grade equivalent. Of these scores, the national individual percent and the stanine are of the most interest to parents. The percentile represents where each student places out of 100 students and can change from year to year because of the small number of test questions. The stanine typically stays consistent from year to year.

Reports of Grade Equivalent must be understood. A 9th grade student who scores at the 12.7 grade does not mean that the 9th grade student has mastered 12th grade curriculum. It means that if a 12th grader took the 9th grade test, he/she would have scored at a comparable level to the 9th grader's score.

In addition to nationally normed tests, students take criterion-based quizzes and tests. Criterion-based exams test the mastery level of students of specific material and concepts. The exam results provide information about student mastery within certain units of study. They are also used as placement tests, along with class performance and teacher recommendation, to qualify students for Honors and Advanced Placement (AP) courses.

Over the last three years the number of students taking at least one AP course has grown from one out of every six students in grades 10 through 12 to one out of every three students. In 2001 36% of our students earned a passing score of 3, 4 or 5 on the AP exams. By 2003, 52% of our students earned a passing score of 3, 4 or 5 on the AP exams. Our goal for the future is to have 50% of students take at least one AP course each year and for 90% of students to take at least one AP course during high school.

85.3% of VCS students take the SAT 1 (College Board exam). The average score of students in the top 25% of our students taking the SAT was 659 out of 800 points in the verbal section and 707 out of 800 points in the math section. This is much higher than the national averages, which are 507 on the verbal and 519 on the math section.

Criterion-based test results, classroom participation, individual and group projects and, oral and written reports are used to produce student grade reports.

2. How the school uses assessment data to understand and improve student and school

performance

Valley Christian High School embraces an aggressive approach to continued improvement in its student academic performance. Teachers, department heads and administrators evaluate test scores in an effort to provide continued academic improvement in VCS' *Quest for Excellence*. This evaluation is incorporated into curriculum meetings within the departments, grade levels, and cross campus. Scores are used to address strengths and weaknesses in specific content areas. Test scores are used to target students for remediation or placement in advanced classes.

Currently all teachers are analyzing student performance on the specific assessments used in their individual departments. The key assessment tools being studied are the SAT 10, rubrics and annual criterion-based placement tests. Teachers identify strengths and weaknesses in student performance based upon the assessment data, target skills that need reinforcement, and modify academic content as needed.

In the 2001-2002 school year SAT 9 scores were evaluated with consideration to our Expected School-Wide Learning Results (ESLRs). Scores in the area of Mathematics Problem Solving needed the greatest attention. An increased emphasis was placed on problem solving versus computation. Test scores increased from 31% of all students scoring in the above average range in the 2002 school year to 52-57% in 2003.

The departments discuss ESLRs to determine strengths and weaknesses of student work and strategize to increase student performance and mastery of concepts. Student writing samples are examined and compared by the English Department to facilitate consistency in instruction and assessment.

VCS piloted a program in the spring of 2003 in which classes were captured with video and audio and published nightly to a Web site providing students and parents an opportunity to review daily lessons. With this tool, 41% of the 107 students in Algebra I had an average increase of one letter grade between the first and second semester. Students attributed this to the ability to go online to review concepts taught and to see classes when they were absent. In 2003-04 the program is currently capturing 10 classes and will expand next year.

3. Communicating student performance, including assessment data, to parents, students, and the community

Technology has opened a myriad of avenues through which parents, students and the community receive data concerning student academic performance. Individual student performance is communicated to the parents or guardians through grading and citizenship reports. Parents or guardians are able to access teacher assignment sheets and grading reports through teachers Web pages or telephone "hotlines." Other communicational avenues include email, voice mail, personal conferencing and the school's grade level counselors' interaction with students. Teachers communicate to the parents and students through the use of criterion-based placement tests, subject and departmental rubrics, and comments on class work and homework. VCS recently purchased and will implement Powerschool software, which allows parents password protected Web-based access to their student's attendance and grade records.

The students are informed about their academic performance through teacher generated assignment/grade sheets. Teachers review with the students the basis on which major assignments were graded in accordance with the rubric requirements.

Collective student performance reporting to the community is accomplished by written reports made available each year through the school office and is included in our application packets. Some of the reporting components include: a multiple year comparison of the Stanford Achievement Test percentages, stanine and grade equivalents in reading, language and math, SAT (college board exams) results, academic scores amassed to show the grade point averages of graduated students by semester and year, percentages of students attending community colleges, four year colleges and universities, and an all school Superintendent's Report outlining all of the student accomplishments within each department, as reported by the teachers, department heads and principals.

4. How the school shares its successes with other schools

Valley Christian High School readily assists and collaborates when inquiries are received from other schools. Interaction takes place in the form of guided tours, school and classroom observations, and meetings with school personnel on their campus or at VCS, verbal sharing and collaboration, communication on-line and through printed materials. Several administrators have responded to requests and visited other schools to aid in their growth and professional development.

The Association of Christian Schools International (ACSI) and the Western Association of Schools and Colleges (WASC) accredit the school. The accreditation process generates contacts regarding our program and student performances. Also, administrators and teachers have served on and lead accreditation visiting teams. Each year VCS participates in a regional ACSI convention, in which a number of the teachers, resource personnel, and administrators conduct workshops and seminars, as well as the ACSI Administrator's Conference. These two venues produce many contacts and requests for professional collaboration from other schools.

Locally, the school administrators meet monthly with other administrators who are members of the Christian School Association of Santa Clara County. In these meetings information is exchanged relating to the success that each has experienced. VCS also sends lists of curriculum materials, publications of the school and policy type documents to other schools upon request. Principals are involved collaboratively in professional development with public school administrators, as is our superintendent and assistant superintendent. The Director of Curriculum meets with local Catholic leaders in the Catholic School Professional Development Collaborative.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum

VCS' standards-based curriculum, taught from a Christian worldview, is a comprehensive

program designed to meet the needs of all learners. K-12 academic objectives are aligned to meet or exceed the California State Standards. Benchmark proficiencies are identified at each grade level. Students are assessed through criterion and performance-based assessments and standardized tests.

The high school core curriculum includes math, English, social science, science, Bible, foreign languages and physical education courses, including thirteen honors courses and eleven Advanced Placement (AP) courses. Students choose from a wide variety of courses to satisfy the UC and/or state college requirements such as Graphic Art, Photography, Advanced Film and Television, Introduction to Radio Broadcasting, Beginning Java, Web Design, Jazz and Tap Dance, beginning Japanese, German III, Symphonic Band, Strength and Conditioning, Applied Art, and Advanced Photography.

Bible courses give students the necessary tools to put their faith into action in practical ways. Language arts instruction seeks to develop in students both the ability to communicate effectively, accurately, responsibly, and truthfully, as well as the ability to evaluate literature critically. By analyzing various genres of literature from a Christian perspective, students are challenged to be discerning readers and develop the ability to express emerging beliefs, convictions, and values through written and verbal communication.

Math blends mathematical theory and computational skills while recognizing that mathematical absolutes reflect God's character relating to immutability and order. Studies in geography, history, economics and government provide students with an integrated view of the world, enabling them to synthesize personal convictions relative to the world in which they live. Visual and performing arts allow students to cultivate their God-given talents, analyze and evaluate cultural and moral values, and produce dynamic works through theoretical and practical experience. Arts offerings include fine art, photography and graphic arts, marching, concert and jazz bands, orchestra, and dance and theater.

God's creative acts provide the foundation for scientific discovery. Students explore the wonder of the laws and principles that govern the universe, and approach problems using the scientific method while developing marketable skills. Communications courses allow students to express their ideas, emotions and faith through print and broadcast media. In computer science, current technology and a hands-on learning environment enable students to develop marketable skills in computer theory, problem solving, practical application and project planning. VCS offers Spanish, German, French and Japanese. Students become proficient in foreign languages allowing them to embrace opportunities to cross cultural barriers, express ideas and share Christian values at home and abroad.

Academic outcomes are based on meeting the goals of the school's mission and Expected School-Wide Learning Results (ESLRs), and meeting or exceeding State Standards. Varied instructional methodologies are implemented such as direct instruction, project-based learning, and cooperative learning. Learners are assessed regularly using a variety of methods. Differentiation of instruction to relate academic content, process and/or products is evident within classrooms ensuring that students are engaged, motivated, and are reaching their potential. Those students needing assistance in learning are referred to the Discovery Center (our special education department) or tutoring.

2. Describe the school's English language curriculum

The English department has a comprehensive, four-year, college preparatory and honors program. The freshman year focuses on the five literary genres with an emphasis on reading comprehension, critical thinking and vocabulary. Student writing is developed through the study of grammar, writing mechanics and a variety of writing experiences. Also offered in 2002-03 was a modified program for freshmen and sophomores performing below grade level. The goal is for class size to be kept under twenty, and the instructor's goal is for students to participate in unmodified classes during their remaining high school years. These classes cover the same material as the college preparatory course, but special consideration is given to meet the needs of the individual student. Sophomore English is a study of world literature reflecting cultures from around the globe. The course also reinforces skills taught at the freshmen level with higher expectations for reading comprehension, analysis and writing. Teachers use assessment tools to address all learning styles.

Juniors read literature representing a variety of great American authors. Students are expected to comprehend the literature and analyze its importance to American history. In addition, students participate in debate and compose persuasive speeches, requiring them to research, refine and present their findings in both oral and written formats. The junior level also reinforces previous lessons and requires more sophistication in thought and writing as students prepare for college level work.

Senior English is a study of British Literature and the novel. Senior teachers also focus on preparing students to write for college. A study of vocabulary in context and interactive classroom discussion help students to understand, analyze and evaluate the material. The department also offers Advanced Placement (AP) English at the senior level.

The department strives to meet students' needs by providing office hours for individual attention, designing study aides to increase reading comprehension and creating classroom experiences which address a variety of learning styles. Teachers also work closely with counselors and parents to evaluate the needs and monitor the progress of students. Struggling students may also be referred to the Discovery Center for tutoring and assistance with test taking.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

One of Valley Christian School's Expected School-Wide Learning Results (ESLRs) which supports the school mission of *offering quality education supported by a strong foundation of Christian values....* is that a *VCS graduate will demonstrate verbal, written, and technological skills for effective communication*. The integration of technology as a tool in all grade levels to enhance teaching and learning is a key component of VCS curriculum that supports this ESLR. VCS' goal for technology integration is to build a solid technological infrastructure and to infuse teaching with meaningful tasks where technology aids the learner in acquiring new knowledge, processes, or skills. The educational standards and curricular objectives drive its use, and the tools of technology assist in creating a learning environment that is interactive, collaborative, interdisciplinary, and inquiry-based.

In elementary, junior high, and high school verbal, technological, and written skills are enhanced as students use technology to research, share, and showcase information and academic projects relating to curricular areas of focus. Information literacy and critical thinking skills

improve as students analyze, evaluate, and distill gathered information while comparing various worldviews with a Christian worldview. Students in high school learn workplace skills through courses such as Java Programming, Computer Graphics, Foreign Language Labs, Web Page Design, Computer Applications, and Computer Science internships. Students enhance verbal, written, and technological skills and learn to express their ideas, emotions, and Christian faith through student-generated radio broadcasts and original video productions. Live video capture of ten high school courses is uploaded daily to a password-protected Web site for parents and students to access for remediation or needed support due to absences. Students use VCS library's digital resources such as Kurzweil 3000 to support students with special needs, a computerized database of periodicals, and twenty-five computer workstations. The outcomes of VCS' technology integration goals will connect students to a global education community and equip students to participate in this rapidly evolving technological society.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Valley Christian High School uses a variety of instructional methods and strategies to meet the needs of and improve student learning. Methodologies include direct instruction, lecture, inquiry and discovery-based learning, and instruction based on the Socratic method. Strategies include oral reading and discussion, modeling, drill and practice, student research, written papers and oral reports, individual and group projects, community outreach projects, and audio-visual instruction and reinforcement. Chapel is held weekly; students participate in a variety of campus clubs, and a few students participate in work-study programs. More than 90% of students participate in at least one of a full range of sports, drama, dance and music programs. Students access VCS library's digital resources such as Kurzweil 3000 to support students with special needs, and a computerized database of periodicals and other resource material is available. Teachers are available for tutoring and lab experiences outside the school day. VCS currently offers eleven AP courses, and will continue to expand the program. Assemblies, field trips, mission projects and travel are also part of the experiences at VCS.

In order to improve student learning, Valley Christian High School plans to adopt a block schedule approach to class organization. This will enhance and help facilitate project-based learning, cooperative learning, panel discussions, role play, simulations, debate and demonstrations with more emphasis on the Socratic method. These strategies will be even more effective in supplementing lecture and the inductive method of teaching.

Incorporating these various strategies and methodologies ensures that Valley Christian High School will provide a balanced approach to the learning process, as well as reinforce and facilitate the various learning modalities of the student learner.

5. Describe the school's professional development program and its impact on improving student achievement.

Valley Christian Schools (VCS) provides quality professional development and offers many training opportunities to equip faculty with the necessary tools and expertise to help students reach high standards of achievement.

Current research related to professional development is also considered in VCS professional

development planning. In a recent *Educational Leadership* article James Stigler, a professor of psychology at the University of California Los Angeles, points out that professional development should be targeted, site-based, long-term and directly related to a teacher's practice. Thomas R. Guskey, professor of education policy studies and evaluation in the College of Education at the University of Virginia, believes that professional development should be systematic. He states that professional development is successful when what teachers have learned improves their teaching practices and improves student academic outcomes. At VCS teachers review standardized test scores, collect and analyze student work to identify areas of weakness, and develop action plans designed to enhance student achievement.

The majority of staff attends the annual Retreat and the two-day Association of Christian Schools International (ACSI) Convention. Teachers also participate in school-based workshops facilitated by outside consultants or expert teachers. In addition they periodically attend professional meetings and conferences as teams or as departments. A mentor teacher program designed to meet the needs of new teachers has recently been developed and implemented. Many teachers have taken advantage of on-line courses which give teachers the benefit of "anytime anywhere" professional development. Teacher-led workgroups and/or cross-grade level collaborative meetings based on K-12 curricular goals and school wide strategic planning goals are scheduled bimonthly into the professional development calendar. A \$500.00 annual technology stipend is awarded to each teacher who develops a technology integration plan related to their curricular focus, and who demonstrates technology competencies. Many on site training seminars are provided for teacher growth in technological skills. A favorite professional development activity shared by many teachers is the opportunity to spend a day visiting schools that have an exemplary program in their field. Teachers are provided a hard copy as well as an electronic version of the professional development handbook each semester. A significant budget provides for the various professional development activities.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): Valley Christian School is an independent school accredited by Association of Christian Schools International (ACSI) and Western Association of Schools and Colleges (WASC). (Give primary religious or independent association only)

Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes X No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$9,056	\$9,056	\$9,056	\$9,056	\$ _____
9 th	10 th	11 th	12 th	Other

2. What is the educational cost per student? \$9508

(School budget divided by enrollment)

What is the average financial aid per student?	\$2000
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?	5%
5. What percentage of the student body receives scholarship assistance, including tuition reduction?	28%

Valley Christian High School tests all students. The following results include students 9th –11th grade. 12th grade students do not take the Stanford Achievement Test. 85.3 percent of 12th graders (214 of 251) took the Scholastic Aptitude Test.

	Valley Christian High School			
Stanford Achievement Test (SAT 10)				
Edition/publication year: 2003	Publisher: Harcourt Educational Measurement			
Scores are reported here as :	Percentiles			
		2002-2003 School Year		
Testing Month - April		Grade 9	Grade 10	Grade 11
SCHOOL SCORES - Percentiles				
Total Score - Reading		73	71	77
Total Score - Math		77	76	78
Number of Students in grade		290	278	227
Number of Students Tested		290	278	227
Percent of Students Tested				
		2001-2002 School Year		
Testing Month - April		Grade 9	Grade 10	Grade 11
SCHOOL SCORES - Percentiles				
Total Score - Reading		71	73	72
Total Score - Math		79	74	66
Number of Students in grade		289	256	241
Number of Students Tested		289	256	241
Percent of Students Tested		100%	100%	100%
		2000-2001 School Year		
Testing Month - April		Grade 9	Grade 10	Grade 11
SCHOOL SCORES - Percentiles				
Total Score - Reading		68	73	62
Total Score - Math		75	74	54
Number of Students in grade		261	256	230
Number of Students Tested		261	256	230
Percent of Students Tested		100%	100%	100%
		1999-2000 School Year		
Testing Month - April		Grade 9	Grade 10	Grade 11
SCHOOL SCORES - Percentiles				
Total Score - Reading		64	63	65
Total Score - Math		77	61	61
Number of Students in grade		229	254	211
Number of Students Tested		229	254	211
Percent of Students Tested		100%	100%	100%
		1998-1999 School Year		
Testing Month - April		Grade 9	Grade 10	Grade 11
SCHOOL SCORES - Percentiles				
Total Score - Reading		65	66	66
Total Score - Math		72	66	61
Number of Students in grade		261	259	188
Number of Students Tested		261	259	188
Percent of Students Tested	100%	100%	100%	100%